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## REPORT OF THE COMMITTEE ON THE ARTICULATION OF THE ELEMENTARY COURSE IN ENGLISH WITH THE COURSE IN ENGLISH IN THE HIGH SCHOOL<sup>1</sup>

The Committee on the Articulation of the Elementary and High-School Courses in English, which has been at work since May, 1912, was appointed to "report conditions as they actually exist" in regard to articulation between the two types of schools "and to offer suggestions for improvement." A preliminary report describing the organization of the Committee, its plan of work, and the first results obtained, was read before this body a year ago and summarized in the *English Journal* for January, 1913. The committee has now completed its labors according to the plan outlined in the first report, and herewith submits the results of its investigation.

First, thanks are hereby extended to all who have aided in the work of the Committee. The Chairman also takes this opportunity to express his gratitude to the other members, each of whom has cheerfully devoted an immense quantity of time, labor, and thought to the problems before the Committee, and each of whom has compiled a digest of the replies from a particular section of the country. By Mr. Mitchill, especially, a considerable part of this report has been formulated.

About 1,700 copies of the following circular were sent out to superintendents, principals, and teachers in both elementary and high schools in typical localities in all parts of the United States.

### THE ARTICULATION OF THE ELEMENTARY AND HIGH-SCHOOL COURSES IN ENGLISH

*To High-School Teachers of English, Teachers in Elementary Schools, Principals,  
and Supervising Officers:*

In the belief that the transition from the elementary school to the high school is often needlessly difficult, the National Council of Teachers of English has recently appointed a Committee on the Articulation of the Elementary and High-School Courses in English. The investigation conducted by this Committee is not directed primarily toward the interests of either school alone, but aims at a better adjustment between the two. Its purpose is to discover just what courses in English are best suited to the needs of the child in each stage of his development.

Without the co-operation of a considerable number of persons it will be impossible for the Committee to obtain the first-hand data necessary to the

<sup>1</sup> Presented to the National Council of Teachers of English in Chicago, November 29, 1913.

successful prosecution of its task. If you are willing to aid in this study of a vital problem in education which has been strangely neglected, you are earnestly requested to answer as definitely as possible the following questions. Address the member of the Committee nearest you. If you cannot follow the questions in detail, will you not send a letter giving the information at your command together with your opinions on the subject?

To all who help in this movement the Committee will be deeply grateful.

SARAH J. McNARY, State Normal School, Trenton, N.J.

THEODORE C. MITCHILL, Jamaica High School, New York.

J. W. SEARSON, State Agricultural College, Manhattan, Kan.

JAMES B. SMILEY, Lincoln High School, Cleveland, Ohio.

ERNEST C. NOYES, *Chairman*, Peabody High School, Pittsburgh, Pa.

PITTSBURGH, March 25, 1913.

*Committee.*

#### QUESTIONS

(All answers are presumed to apply to the school system with which the writer is connected.)

Please number and letter answers to correspond with the questions.

- I. A. What does the course of study in English for the three years immediately preceding the high school include under: (1) Composition (*a*) oral, (*b*) written? (2) Reading and literature? Name the classics studied. (3) Grammar or language?<sup>1</sup>
- B. What does the first year of the high-school course include under the heads above?
- C. Is either course ill adapted to the needs of pupils for whom it is intended?
- D. To what extent have college-entrance requirements influenced the high-school course in the first year? Above the first year?
- II. Is the articulation between the courses of the two schools satisfactory or unsatisfactory?
- III. If articulation is unsatisfactory, is the defective joining of the two courses noticeable in: A. Reading and interpretation of literature? B. Oral and written expression? C. Grammar? D. General mental habits? E. Other respects?
- IV. Is such imperfect adjustment the result of: A. Defects in the curriculum or the methods of the elementary school? B. Unreasonable demands on the part of the high school? C. Differences in methods of teaching in the two schools? D. Unnecessary repetition of work, due to a lack of correlation of the two courses? Please state specifically just what work is repeated under each head. E. Any other cause?

<sup>1</sup> Printed courses of study will be gratefully received but they are not a substitute for definite answers to the questions.

- V. A. What value should you assign to any of the following as remedies for imperfect articulation? (1) Assignment of the most experienced high-school teachers to first-year classes? (2) Departmental teaching in the elementary school?
- B. Have you any suggestions for increasing co-operation between the teachers of the two schools?
- C. Can you offer any other plans for making the transition from the elementary course in English to the high-school course less difficult?
- VI. For the best interests of the pupils at each period of their progress:
  - A. Just what literary classics should be taught in the elementary school, and what in the first year of the high school?
  - B. What ground in grammar should be covered in each school? In what year of the high-school course should grammar be studied, and why?
  - C. What should be done in each school in composition, oral and written?
  - D. Which of the divisions of English mentioned above should receive the most emphasis in each school?
  - E. What differences in methods of instruction in English, if any, should be observed in the two schools?
  - F. Can you name any other ways in which the course in English in either school should be supplemented or modified in the interests of the pupil?
- VII. Have the courses of elementary and high schools been constructed and correlated under the supervision of one person or group of persons, or have they been framed quite independently?
- VIII. Any additional information or opinions bearing on the problem of articulation will be heartily welcomed by the committee.

To the circular 271 replies were received, divided roughly as follows: New York and New England 40; South Atlantic states 40; Middle states 49; North Central states 67; Western states 75. These replies, in most cases, were accompanied by printed or typewritten outlines of the courses of study, which afforded valuable supplementary information.

Though the Committee is greatly indebted to a large number of people who answered its somewhat onerous list of questions with painstaking care, the crux of the whole investigation has been the difficulty of securing definite data. A minor difficulty has been that in many cases the responses from grammar-school teachers gave absolutely no information about the high-school courses, and those from high-school teachers told nothing about the grammar-school courses. Superintendents, too, who answered personally, seemed to be unwilling to commit themselves by answering certain questions. The main trouble, however, has been that in many cases courses of study and answers to questions have been phrased in such vague and general terms as to need interpre-

tation. The ground to be covered is often described in such comprehensive terms as "fundamentals," "technical grammar," "complete textbook," or "pp. 89 to 110 of textbook," "a reasonably strong course," etc. Some answers were far from explicit: e.g., Question: "What is included under reading?" Answer: "Yes." Q.: "What is included under grammar?" A.: "Yes." Q.: "What shall I give the child in the first year of the high school in composition?" A., in substance: "Give him the devil." Such unsatisfactory answers have made it impossible for the Committee to form any notion more accurate than an approximation of the details included under the different heads mentioned.

For failing to inquire concerning the time allotted to the respective divisions of English study the Committee has only itself to blame. Still, when time apportionments were volunteered in the replies, they were stated in such different units as the following, given for composition in elementary schools: "once a week"; "monthly"; "weekly, oral or written"; "one composition and one letter a month"; "70 per cent of English time"; "5 of language time"; "one and one-third periods a week"; "8 compositions a term"; and "merely incidental." A difficulty of a similar nature arose from the very different interpretations given by different persons to some of the terms in common use in describing the elements of instruction in English. Grammar, for example, seems to mean to some formal analysis and parsing, to others correction of faulty English, to others still a sort of rhetoric, including the mechanics of writing. It has become clear to the Committee that the lack of a clearly defined terminology, universally intelligible, is one of the greatest obstacles to satisfactory articulation.

In the light of experience the Committee now realizes that reliable data concerning the items included under general topics in courses of study can be secured only by the preparation and distribution of an elaborate statement in tabular form of every item entering into any course. If the representatives of each school receiving such a statement would check the items considered in the course of their particular school, the sameness of terminology would permit the drawing of conclusions with something approaching scientific accuracy. Such a table, however, would involve an expense far beyond the sum to which this Committee felt entitled. This scheme is mentioned for the benefit of future investigators, since only in some such way can full and detailed information be collected with confidence that it is incapable of misinterpretation. The method followed by your Committee, which seemed to be the most

feasible, has afforded information which, though unsatisfactory in details, supplies at least a basis for generalization about the courses described. Therefore, the conclusions in this report are put forth as tentative in regard to details and only as generalizations.

#### SUMMARY OF CONDITIONS REVEALED AND CONCLUSIONS BASED THEREON

First, a study of the courses of the elementary school indicates that much more is being called for on paper than can possibly be accomplished. The requirements are too many, too heavy, and too vague. Such different types of work as grammar, oral composition, written composition, rhetoric, spelling, word-study and dictionary work, reading, literature, and memorizing are all required at the same time; and so general are the recommendations made and so large is their content that individual teachers must become bewildered. *Definite, detailed, printed courses of study reasonable in their prescriptions are the great desiderata of the grammar-school work in English.*<sup>1</sup> At present there seem, in most cases, to be no irreducible minima that must be attained under individual heads. The result is heterogeneity in instruction and in accomplishment. Consequently, *no definite standard of attainment can be relied upon as the result of the grammar-school work.*

In the second place, certain things are being taught that had better be postponed to the high school, since they do not appeal to the capacity and state of development of the elementary-school pupil. Too much is asked for in the way of analytical grammar. This subject derives its present untoward emphasis from a widely prevailing conception that it is *basic*, that upon progress in grammar depends language sense, and, hence, advance in appreciation and use of language. One extremist who has answered the Committee's blank compares the knowledge of formal grammar to knowledge of the combinations in multiplication. This is a false analogy. Advance in language power comes not through the reasoning mind, but through the automatic, unreasoning ear; *ear-training* makes for real advance in language and *ear-training* only, with the young. The time-devouring demands of formal English grammar are outrageous; the results on language interpretation and language use are practically nil. The elementary school should sharply delimit the term

<sup>1</sup> Among the best printed courses which have fallen under the eyes of the Committee are those of Everett, Mass.; Brookline, Mass.; Worcester, Mass.; Washington, D.C.; Paterson and Plainfield, N.J.; Indianapolis, Ind.; Decatur, Ill.; Muncie, Ind.; State Normal School, Farmville, W.Va.; "The Teaching of Elementary Composition and Grammar," State of New Jersey, Department of Public Instruction; and especially Boston, Mass., "School Document" No. 8, 1909.

"grammar" as applying to analytic, formal grammar—the grammar that encumbers absorptive little minds with useless terminology—and emphasize grammar in the sense of correct use, the facts to be drilled on as use and not to be terminologized. In some places too much attention is paid to analysis of forms of discourse and to other topics which, though valuable in themselves, are devouring time that could be better expended. Such work demands information and analytic tendencies, including reflection, simply not possessed by children. The very term "capacity" needs analysis. Our children as individuals have the capacity to undertake most of the elements of English instruction now taken up in the elementary schools, if these elements are considered separately. They have not, however, the capacity to grasp, and much less to retain, these elements considered collectively.

The elementary schools have become too ambitious. Because so many pupils leave at the close of the elementary school to enter the business world, there has developed a quasi-doctrine that the grammar school must give the children a little of everything before they "get out into the world"; just as the high school, "the people's college," must for a similar reason forestall much that used to be left for the college. The fact that one hundred things are interesting does not mean that a school should try to give instruction in all of the hundred. The incoming of the "subject teacher," the specialist, with broad and intensive equipment, has emphasized the tendency to cover more ground than can profitably be covered, and it is time that someone called a halt and demanded that the elementary school as well as the high school center instruction on the best needs and interests of our pupils to the exclusion of all else.

To proceed to details: oral composition, though strongly emphasized in the North Central states, is frequently not mentioned in the Middle and Eastern states; and, where it is mentioned, it is not systematically organized and apparently has received little definite attention. In many places it seems to be regarded as merely incidental or as preparatory to written composition, and to be conducted in a haphazard manner. Especially noticeable in all parts of the country is the neglect of the training of the voice in distinct enunciation, clear articulation, and agreeable tones.

Written composition receives much more attention, though in many schools there is not enough practice. The best interests of children require the writing of at least one composition a week. Though much time is given to the writing of business and social letters, friendly letters

seem to receive little attention. The overemphasis of the study of the forms of discourse has already been mentioned. The elements of formal rhetoric pursued in some schools form another subject that can be taken up to better advantage in the high school. The most conspicuous weakness, however, in composition courses is the lack of sufficient practice in talking and writing.

The situation in regard to reading and literature is much better. There seems no doubt that in the majority of schools the young people are placed in touch with the best literature during the three years before they enter the high school. Rarely a book like *Hamlet*—manifestly unsuited to grammar-school pupils—is used, and in some courses there is still too narrow a range of reading. Most of the courses, however, offer the teacher an opportunity to select from a wide list of supplementary books those best adapted to her class. Those most frequently used, not necessarily the most suitable in all cases, seem to be: *The Christmas Carol*, *The Courtship of Miles Standish*, *Evangeline*, *The Lady of the Lake*, *The Legend of Sleepy Hollow* and *Rip Van Winkle*, *Snow-bound*, *Tales from Shakespeare*, *Julius Caesar*, *The Merchant of Venice*, *The Great Stone Face*, *The Man without a Country* and *Heidi*.

Grammar, in most schools, seems to occupy from half to three-fifths of the school time devoted to English in the last three years of the elementary course. The content of the courses in grammar ranges from the extreme of formal technical study to the very simplest treatment of the parts of speech, the sentence, and elementary syntax, with stress upon constructive work and the correction of faulty English. The courses considered vary so widely that all that can safely be said about them is that, on the whole, grammar receives altogether too much time and is taught too intensively and too analytically. None but the very simplest instruction in formal analytic grammar is needed by elementary-school pupils.<sup>1</sup> Any really general constructive change in the articulation between the two types of schools would involve, at the outset, the determined delimitation of grammar for the two types of schools and of the intensiveness with which it shall be studied. Grammar is a grand educational bug-a-boo, a much-terrifying but really harmless mumbo-jumbo. It should be subjected to missionary attack. This Committee wishes to be counted among the first of those to take a hand at the rope to pull down this heathen idol.

<sup>1</sup> For an interesting study of the value of formal grammar as a training of the mind, see "Formal English Grammar as a Discipline," *Teachers College Record*, September, 1913.



In some of the schools having the most definite courses of study the use of the dictionary is carefully taught, and certain rules of punctuation are assigned for mastery in each grade. These practices should become universal.

If one is to judge by the answers received by the Committee, the high-school courses in the first year are much more carefully organized than those in the three last years of the elementary school. The outlines of work are more definite, and attention seems generally to be concentrated on a few specific points. The chief faults of first-year high-school courses are that they are often too ambitious and too literary for the ordinary pupil; that too much time is spent in detailed critical study of classics that are too difficult; that, as in the grammar school, too much stress is laid upon form and not enough upon use; and that the courses, instead of being flexible enough to be adaptable to the need of entering pupils, are rigid in their prescriptions. The high school should fit the course to the pupil; as a rule, it attempts to fit the pupil to the course. It seems, however, to be generally agreed that, though there are defects in the curriculum of the high school in the first year, these are not nearly so much to blame for the failures of first-year pupils as is poor teaching in the first year. The country over, there appears, from the answers received by the Committee, to be less variety in the classics read in the first year of the high school than in those assigned to the last year of the elementary school. The most popular are: *Julius Caesar*, *Ivanhoe*, *The Sketch Book*, *The Lady of the Lake*, *Treasure Island*, and *The Vision of Sir Launfal*. Four of these, it will be noticed, are among those most used in the grammar schools.

To recapitulate: your Committee finds in the elementary school as conditions hindering good articulation: requirements too extensive and too indefinite; subjects like dry, unapplied grammar, the analysis of specimens of discourse, and formal rhetoric ill adapted to young pupils; too little practice in speaking and writing, too little drill on the essentials of spelling, punctuation, and manuscript neatness, and the ready conventional use of paper; and, in some schools, reading not extensive enough. In the high-school courses the requirements lack elasticity, are too ambitious and literary, and so are often unrelated to the interests of the entering classes, to which there is little continuous effort to adapt the work.

In spite of this opinion of the Committee, the replies received say in the proportion of about two to one that the course of neither school is ill adapted to the pupils for whom it is intended. A considerable

number, however, qualify their approval by saying "not ill adapted theoretically" or "ill adapted in some respects."

That the report of the Committee may not be confined to destructive criticism, it has seemed wise to insert the following summary of what the members believe to be essential in the work of each type of school, if each is to fulfil its true function. For a part of the material embodied in this outline the Committee is indebted to a paper by Mr. G. A. Mirick, assistant commissioner of education of New Jersey.

The training in the elementary grades should aim to give:

I. Certain knowledge in the field of English. This knowledge is of three kinds: (*a*) some acquaintance with literature; (*b*) some acquaintance with the laws governing effective speaking and writing; (*c*) some slight acquaintance with the laws of the structure of language, that is, grammar.

The literature to which the children are introduced should be such as is adapted to the experience, intelligence, and ability of appreciation of the particular class considered. No uniform selection can suit all classes. With all classes of children there should be less emphasis than is common on the purely literary side of English.

The instruction in composition should aim chiefly at the attainment of skill in the use of sentences and the arrangement of paragraphs. Much of the material for expression should be derived from subjects of study other than English classics.

The little grammar taught should be constructive throughout, and constant application of principles learned should be made by drills in the correction of faults found in the pupil's own compositions. All complicated and unusual expressions should be avoided, and emphasis should be laid upon those forms and principles that will be most effective in forming the habit of correct usage. The following topics embrace all the grammatical knowledge that the elementary-school child needs:

1. Subject and predicate.
2. Classes of sentences according to meaning.
3. The parts of speech (without minute subdivisions), and their uses.
4. Noun, adjective, and adverbial phrases and clauses.
5. Sentences classified according to form.
6. Analysis of simple sentences containing not more than two phrases.
7. Analysis of compound sentences containing two simple clauses.
8. Analysis of complex sentences containing one dependent clause.

9. Synthesis, or combination of two or three short sentences containing related ideas into one sentence of appropriate form.

10. Principal parts of verbs; to be studied not so much by lists as by drills in the use of the past tense and the participle in sentences.

11. Conjugation in the indicative mood, including verbals treated as parts of speech according to their use in the sentence.

12. Declension of the relative and personal pronouns.

The test of a pupil's knowledge of grammar should be his ability to make use of it in speech and writing.

II. Besides the acquirement of this elementary knowledge there should have been developed by the end of the eighth grade certain language tendencies and habits and the ability to do a few basic things well, as follows:

1. The ability to use the voice effectively; i.e., intelligibly and pleasantly.

2. The ability to answer questions accurately and to the point.

3. The ability to select appropriate paper for different occasions.

4. The habit of neatness in the preparation of manuscript.

5. The *tendency* to do some kind of *simple* preliminary framing, or outlining, of ideas before writing.

6. The *tendency* to review the work for general and local blunders.

7. The *tendency* to avoid needless repetition of structure and words.

8. The *mastery* of the spelling of common words in the pupil's vocabulary.

9. The *tendency* to get the spelling of new and unfamiliar words likely to be used.

10. Plain punctuation and capitalization.

11. An *approach* to the ability to get the general sense in condensed form from a paragraph, selection, or entire book. No more than an approach can be made; real ability in this direction is to be expected only in the adult.

12. The *desire* to read for pleasure and for profit, a desire that cannot be developed if many formal reports are required.

13. The *ability* and the *inclination* to use a dictionary, encyclopedia, directory, or other work of reference with ease and certainty.

(a) In the application of such a course there should be no specialization at any point; that is to say, the literary, or the practical, in any of its phases, or the grammatical should not be overemphasized. Hereofore, we teachers have underemphasized the doing end of English work. The world, on the other hand, asks, "What can you do with

what you have learned?" (b) The content of the work should be closely related to the capacities, the stage of development, and the needs of the pupils, and should not be governed by the demands of the high schools, except in so far as those demands are in accord with educational principles.

With regard to the high school, the fundamental principle to be observed is that, when the grammar school has done its best, no child should be kept out of high school because of linguistic deficiencies or inabilities. If, on the whole, he needs the high-school life, the English work must be adapted to him. The high school must not expect that the elementary grades will send to it only children who are linguistically proficient. The attitude of the high-school teacher toward whatever class of pupils she may have must be that of accepting them where they are. She will realize that her value is greatest to those pupils who are in greatest need. Concerning these linguistically deficient children the teacher's first questions will be: "What do these children most need?" and "How can this need best be met by me?" The high-school course must be sufficiently flexible to be adapted to any particular class of children sent to the high school.

In both schools, while keeping the same object in composition, teachers should modify the means used to secure that end. As Mr. Chubb has said, we do not need more time so much as time better spent. There should be less instruction in which the teacher assumes final responsibility and more practice-work in the class-hour under the immediate supervision of the teacher. Only by practice can we form habits. Better correlation will result when grades and high school unite in teaching the English that pupils will need to use in life outside of school.

That college-entrance requirements have exerted great influence upon even the first-year course is the reply from between one-half and two-thirds of the high schools reporting from the Eastern and Middle states. The influence above the first year is acknowledged by three-fourths. In the North Central states the colleges have not determined the courses to any great extent; but, even in this section, the requirements have been used as a guide. May not the tendency of the high schools to use books in the first year that are poorly adapted to the interests and tastes of the pupils be assigned to this cause?

In a large majority of the schools from which reports were received, articulation was declared unsatisfactory. Presumably the proportion would be still larger among the schools not replying to the questions.

In Dayton the articulation is declared satisfactory because of the existence of a separate first-year high school.

The more definite inquiry asking for specific points in which articulation is unsatisfactory brought out the fact that the poor joining is not confined to one or two kinds of work, but general. The replies show that the adjustment of the courses of the two schools is most defective in reading and literature, oral and written expression, grammar and general mental habits, in the order named. Some of the comments made are as follows: "The majority of entering pupils are poor readers. Many interpret well when questioned, but they signally fail in oral reading to make the meaning clear." "More distinction should be made between the mechanics of reading and the interpretation of literature." "In the first-year high school, the greatest deficiency is apparent in written work. This is to be expected, however, as writing well is among the most difficult of the arts. Oral speech is often vitiated through the influence of foreign tongues spoken in the homes." "Poor sentence and paragraph structure, spelling, and the use of the rules of punctuation." "Oral expression is disjointed and incomplete. Written expression is somewhat better, but lacks in clearness and unity." "The knowledge of grammar is insufficient for a foundation upon which to build habits of good English. They [elementary-school pupils] seem to have aimed more at doing the same line of work that the high school does than at fitting themselves by foundational preparation to do the higher work when they reach it." "Things undertaken, particularly grammar and grammatical correctness of speech, are only half done. The poorer schools give children only a smattering. This kills interest in the subject and fosters bad mental habits." "The pupils entering high school are mere automatons. They show lack of responsibility and of concentration." "The defects are to a great extent those of the age—lack of independent thought and bad mental habits, which, of course, are noticeable in all departments of the work."

In answer to the question: "Is imperfect adjustment the result of defects in the curriculum or the methods of the elementary school?" those who have expressed their opinion almost unanimously agree that one cause of imperfect adjustment is to be found in such defects. Among the significant criticisms made in this connection, time permits the use of only a few: "Hurrying along of children from grade to grade; failure to insist on weeding out of certain errors before promotion to the high school is assured." "Work in spelling, punctuation, grammar, enunciation poorly done and hence must be repeated. Grammar teachers hard

workers but poorly directed." "Overcrowding and demands on teachers; hence perfunctory work and lack of individual attention." "Much of time spent on technical grammar in the elementary school is thrown away. Pupils know technical terms, but not meanings and functions." "Teaching of grammar too theoretical; not applied to pupils' own English." "Too much attempted." "Not planned well." "Too much emphasis on symbol and not enough on spirit and interpretation." "Lack of equipment to give the course as intended." "Pupil should be left to solve more problems for himself."

About 60 per cent of those supplying opinions think the demands of the high school are not unreasonable. Perhaps this showing is due to the fact that we could not get so many replies from elementary teachers as from high-school teachers. Some of the remarks made under this head are: "The demands of the high school are frequently based on an ignorance of the aims, method, and curriculum of the elementary school." "Unreasonable grammar demands." "Secondary teachers are not quite willing to accept the responsibility of taking children where they are and guiding them to the point where they ought to be, regardless of individual characteristics." "It is quite possible that either the high school is unreasonable in its demands, or that the elementary school is unreasonable in making demands [i.e., in the course of study] of pupils and teachers that they do not and cannot meet."

A large majority say that differences in methods of teaching in the two kinds of schools are largely responsible for faulty articulation. There follow a few of the comments: "Change from having one teacher or very few to complete departmental methods." "General cause, poor teaching. The grammar teacher is either overworked, or else, in many cases, has little or no interest in the vital problems. All the methods in the world will never bring these standards up until these conditions are removed. Many teachers themselves don't know; many don't care, and many have so much to do that they do very little." "In the grammar grades the pupils have more personal supervision in their studies. As soon as they reach the high school they are left almost entirely to themselves." This is a prime defect in high-school organization. "Lack of uniformity in textbooks, hence in use of terms." "Occasional study recitations should be given in the high school." "There should be some difference," for "Physical and mental changes require different treatment in the high school." "High-school teachers forget that they are dealing with very immature students, who need individual help and encouragement, particularly during the first year." "In the elementary

schools the child is treated as if his mind were a receptacle for holding information furnished by the teacher, not something to be used and developed by thinking out things for himself."

Opinions seem to be evenly balanced on the question whether unnecessary repetition of work is a cause of poor articulation. The work repeated varied so greatly where it was mentioned at all that no summary is of any value. Many replies make the point that some repetition is necessary under present conditions, since much required work in the elementary school cannot be done thoroughly on account of lack of time.

Among the other causes of poor articulation named are the following: "The failure of each class of teacher to keep cognizant of what the other is doing. This is due to lack of time." This was named by twice as many as any other suggestion under this head. "The fact that the courses are constructed independently." "Variations in the preparation of pupils from different schools." "The tendency of the high-school teacher to disregard, in his own speaking, writing, and reading, points that pupils have been taught in the grammar school. This makes them distrust their earlier instructors." "The fundamental difference lies in the inverted evolution of our schools. We should build from the bottom up and reorganize all courses in orderly and coherent way on the foundation of what young children need." "Overcrowded classes." "Inexperienced teachers in the first year of the high school." "The age of fourteen is an undesirable time to make the change. The plan giving six years to the elementary course and six to the high school is better." "Another cause is the failure of the child to master such things as spelling and punctuation in the grades and the necessity of doing such work over in the high school. The English course should be arranged by twelve grades and uniformly supervised." "Frequent changes of textbooks in the grades make permanently satisfactory articulation impossible." "Admission of pupils to high school on general average basis." "Unwonted freedom of high school." "Differences in social surroundings." "Immaturity of pupils."

That the assignment of the most experienced or most efficient teachers to first-year classes in the high school would be a great help is almost universally conceded. The following comments are typical: "Important; but live youthful inexperience is better than dead experience." "Has the value of [giving pupils] a right start." "The best teachers should certainly handle the greatest problem." "The most necessary thing to do if good results are to be obtained." "An excellent

plan for the pupils. It is unfair for a teacher never to be promoted from this thankless, thorough drudgery of laying strong foundations." Such a condition might obtain in a small high school with a static corps of teachers. "The suggestion is a palliative. We can and should build on *any definite* foundation." Still, should we not employ a palliative until we can do something fundamental? "Experience without sympathy is of no value." "Teachers who have had experience in the grades." "Those who know local life, appreciate youthful literature, are adaptable, not afraid of hard work, who have the widest sympathy, best judgment, and great enthusiasm." "If by assignment of the most experienced high-school teachers to first-year classes is meant the teachers best adapted to first-year high-school classes, I should say this was the main remedy." "Good, provided upper classes are not neglected: every class needs the most expert teachers." "The most experienced teachers should have first- and fourth-year work. This plan would enable the teacher to estimate better the needs of the intermediate pupils and to comprehend any deficiencies in the Seniors." This is good when the school program makes it feasible.

Approximately 80 per cent of those expressing their opinion of departmental teaching as a remedy favor it. A large number of these speak from experience with such a system. Comments follow, unfavorable first: "Stunts pedagogical and intellectual growth of the teacher." "Good for articulation, but a detriment to school as a whole." "More important that high-school pupils have close supervision by competent teachers than that grades have departmental work." "The regular grade teacher teaches children and helps to form character. The departmental teacher teaches a subject." "Departmental teaching that does not stamp out the teacher's individuality is a strong factor in unifying the work of the grammar school." "We have found it increases skill of teacher and secures better work." "I have seen excellent results where pupils are divided among three teachers. Further division might result in pupil's being lost." "In use—results very good." "Is making our difficulties disappear." "Should be done. All teachers can't teach English."

The chief suggestion made with reference to increasing the co-operation between the teachers of the two schools is that of frequent conferences. Many also urge that high-school teachers should visit the grammar schools frequently and vice versa. One reply was to the effect that better co-operation might be secured if high-school teachers would make most of the advances in that direction and grammar-school



teachers could be induced to receive such advances in the proper spirit. Many suggest that high-school teachers should indicate from year to year to elementary-school teachers in just what respects they find entering pupils deficient. Grade-school teachers could then work to remedy these defects. The system which has been tried with success in Newton, Mass., of arranging exchanges of teachers between the upper grades of the elementary school and the lower grades of the high school is recommended by many.

Miscellaneous suggestions are as follows: "Better equipment on the part of elementary teachers." "More method on the part of high-school teachers." "A committee made up of representatives of the two types of schools with power to determine upon a common textbook in grammar, to define the limits of the courses of the elementary school and the high school, and to consider and recommend a plan for the settlement of each question that concerns the good of either type of school." Another teacher says that broadmindedness and sympathy with each other's aims are the chief requisites, and that she believes these qualities to be increasing.

Among the other plans offered for making the transition from the grammar school to the high school less difficult are some that have been already given under different heads; new ideas are: "Stop graduation from the grammar school, and have the grades from I to XII." "Have a supervisor of English." "Simplification of both grade and high-school courses." "Smaller classes in both schools." "Co-ordinate adjustment of the curriculum." "Raising standards of grade teachers and teaching." "Personal acquaintance with pupils on part of high-school teachers." "Arouse more interest with high-school beginners; stop killing interest by plunging directly into a dry study of technical grammar." "Very much more reading of good literature in the grades." "Develop more freedom of expression in the grammar-school pupil by putting him into contact with live narratives. Freedom of expression should be sought at the cost of absolute correctness." Yet, certain irreducible minima must be required. "Adoption of a plan for sorting Freshmen." This scheme, though plausible, has led, where tried, to poor results. Eventually, moreover, it would lead to sorting pupils for all subjects, an impossible plan. "Thorough preparation of minimum requirements, with plenty of general reading and interesting discussions without requirement." "The last six years of the grammar-school work should come, if not under the supervision, at least to the intimate knowledge of the person who directs the high-school work. Where such super-

vision has been established, the problem has been solved." This happy place is not named!

The classics suggested as most desirable for teaching in the elementary school vary greatly. Since most places report unsatisfactory articulation, such a list proves little about the advisability of using the books; for it must be theoretical as far as its relation to articulation is concerned, and probably indicates custom only. However, here are the most favored books: *Miles Standish*, *Snowbound*, *Christmas Carol*, *Vision of Sir Launfal*, *Evangeline*, *The Man without a Country*, *Sleepy Hollow* and *Rip Van Winkle*, *King Arthur Stories*, *The Great Stone Face*. Many say that local conditions should decide. Others assert that certain works are indispensable in order that a common basis for future work may be assured. Another says it is undesirable to be explicit, though reservation should be made of certain classics for high school, to prevent repetition and to avoid the use of material prematurely. All agree that the classics should be selected primarily for their appeal to the pupils' sympathies and interests, and that they should be within the grasp and comprehension of pupils of that age.

The classics recommended as specially suitable for the high school in the first year were chosen probably on the basis of present usage. They are: *Julius Caesar*, *Ivanhoe*, and *The Sketch Book*, with *Twice Told Tales* [did the writers mean *Tanglewood Tales*?], *As You Like It*, *The Odyssey*, *Treasure Island*, and *Vision of Sir Launfal*, slightly less popular. One writer wisely says: "Those that have a definite appeal to students rather than those selected by college professors."

The recommendations received with regard to the ground to be covered in the elementary school in grammar vary from "a thorough drill in technical grammar" to "nothing in technical grammar" and "just enough to afford basis for drills in correct usage." The majority take refuge in a general expression like "simple essentials of grammar," whatever they are. The preponderance of opinion seems to incline toward the teaching of little technical grammar, emphasis on a working knowledge of sentence structure, and the elimination of common local faults in the use of English. The various interpretations of the meaning of the word "grammar" have been already mentioned. All replies seem to agree in one respect, that whatever is taught under this head should be taught thoroughly.

The favorite descriptions of the work to be done in grammar in the high school make use of the terms "Review" and "Correction of errors." Many advise putting formal grammar in the first year, but more would

place it in the last year, while some would distribute it over the whole four years. Arguments for putting it in the first year are: "Pupils are ready for it then." "Constructive criticism and analysis require definite grammatical concepts and (a little) scientific terminology." "It helps every aspect of high-school work." Those who would include it in all years say that drill and application require time. The fourth year is recommended as the proper place for it because "students are mature enough to have the entire subject cleared up. They are better able to grasp it then and to see its use in the practical English of high school or college, whereas in the first year interest is lacking as the result of too long, continuous study."

In regard to composition, nearly all the replies stress oral work, especially in the elementary school, and call attention to the need of more writing. The recommendations as to frequency vary from daily to twice a month in each school. In general, it seems to be agreed that the elementary school should attend to simple punctuation, sentence-structure, oral work in imaginative compositions, simple written tasks, story-telling, and letter-writing. In the high school, there should be study of the forms of discourse, of methods of gathering and organizing material, of debating—though probably not all of this in the first year—and there should be as much written work as can be done well.

The emphasis upon the different divisions of English study, it is agreed, should be distributed in this order in the elementary school: (1) oral composition, (2) written composition, (3) grammar. In the high school the order should be (1) written composition, (2) literature, (3) oral composition.

It is the prevailing opinion that there should be no differences in the methods of instruction in the two types of schools except that the methods should be adapted to the age of the pupils. The high school and the elementary school should form one continuous whole, the instruction changing to keep pace with the pupils' development and the changes in the subject-matter. Many add that the high-school pupil should be thrown more on his own responsibility than the elementary-school pupil and that he should be trained in initiative.

In answer to the query: "Can you name any other ways in which the course in English should be supplemented or modified in the interests of the pupil?" many previous suggestions were repeated, and the following additional ones given: "Each school should have numerous and ample libraries of the world's classics, in which students should be turned loose." "Grammatical terms in the two schools should be harmonized."

"No attempt should be made to cram classics into the brains of pupils who lack experience and powers of comprehension to appreciate the great writers." "Separation of reading from the technical study of English, with composition used and criticized, in all departments." "Emphasize the cultural side less. Give more attention to speaking, writing, and spelling correctly. Train in correct habits of thinking along practical lines." "Introduce the reading of good current literature." "Cut down grammar-school instruction in analytical English grammar to a total of not more than fifty clock hours for the last two years; cut down grammar in the first year of the high school to no more than twenty-five clock hours. Devote the time thus saved to the training of the voice and to drill in answering questions to the point, in preparing manuscript neatly, in punctuation and capitalization."

The courses of the two schools have been constructed independently in about 45 per cent of the systems from which the Committee received reports. Of the rest, about 25 per cent seem to have been framed by one person and about 30 per cent by a group. In general, the larger places followed the group plan, the smaller depended on a single person.

Additional suggestions bearing on the whole problem of articulation follow: "A course arrived at by local experiment concerning the preparation and interests of first-year pupils seems to me to be the most satisfactory (provided it be made by competent persons). While standardization would be a good thing from many points of view, I do not believe it possible. We should always bear in mind that interest must be the dominant factor in any successful course in English, and to this end courses should be arranged that are of interest to the ordinary boy and girl of high-school age rather than to the college professor of philology." "The study of literature should be entirely separated from the study of composition, the time for each coming in consecutive recitations." "Until the large and complex terminology of English has been clearly defined and until the work to be mastered in the elementary school can, as a result of such defining, be accurately stated, articulation will depend, as it now depends, not on misinterpretable statements of ground to be covered and methods to be pursued, but on sympathetic adjustment by teachers to conditions as found and on capable and conscientious supervision. Such defining must be done through a body regarded the country over as speaking with authority—some central body of school superintendents. Once possessed of a standard vocabulary, we could ask unmistakable questions and obtain unmistakable answers."

To sum up, the Committee has found articulation to be generally

unsatisfactory the country over. The adjustment is poor in all forms of English study. It is believed by many that this prevailing maladjustment is due to defects in the curriculum or the organization of the elementary school; to the unreasonable demands of the high school, traceable in part, it may be, to the college-entrance requirements; to the complete difference in organization between the elementary school and the high school, which confuses an entering pupil thrown on his own responsibility to an extent wholly alien to his experience; to faults in the teaching in each type of school; to the failure of each type of teacher to learn of the work of the other; and to the almost total absence of co-operation between teachers in the two classes of schools. To your Committee, however, it seems that the majority of these criticisms deal with symptoms of the disease rather than with causes. The true causes lie deeper. The articulation is poor in most places simply because little effort is made to secure good articulation. As Mr. Mitchill has well expressed it: "A diligent examination of all available material has failed to produce any evidence that choice of books, subjects of instruction, or methods of teaching of subjects can be assigned as a reason for good articulation or poor articulation between the elementary schools and the high schools of particular localities. To arrive at any such conclusions would mean a straining of the facts or a distortion of logic. Good articulation at the present time arises from a combining of a good selection of material by well-educated, professionally minded, enthusiastic, conscientious teachers of elementary schools and high schools working together for a common end under amalgamating supervision." That is to say, provide all the conditions necessary for good teaching, plan for a correlation of courses and for co-operation in working them out, and you will have good articulation. In short, to articulate, you must articulate.

As remedies, which, it must be distinctly understood, are only palliatives without the establishment of the healthful general conditions named above as essential to any permanently successful articulation, the Committee makes the following recommendations:

1. That the large and complex terminology of English be clearly defined by those whose position enables them to speak with authority so that the work to be done in any particular part of the school course can be accurately stated and clearly understood.
2. That the ground to be covered in each phase of English in each type of school be carefully delimited.

3. That in both schools the courses of study be simplified and revised so as to include much less formal grammar, but much more thorough drill in applied grammar; so as to include a wider range of reading matter and more oral composition; and so as to appeal more to the sympathies and interests of pupils. That in the high-school course a separation be made between what may be called "practical English," which every pupil should study, and so-called "cultural English."

4. That full, definite syllabi, rich in specific details, be prepared and printed for the guidance of teachers, and that representative teachers of various grades be consulted in the preparation of such syllabi.

5. That the organization of the two schools be planned and the courses administered in such a way as to contribute to good articulation by the employment of such and as many of the schemes following as may be feasible in any particular locality:

*a)* The assignment of the most efficient teachers in the high school to the charge of first-year classes.

*b)* The use of the system of departmental teaching in the elementary school, or of the elementary-school organization under one teacher in several subjects in the first year of the high school, or of both.

*c)* The promotion of acquaintance and mutual co-operation between teachers in the two classes of schools by means of joint conferences, exchange of visits, notification by the high-school teachers of the prevailing faults in the English of entering pupils, and similar means.

*d)* The promotion of successful elementary-school teachers to the first-year work of the high school, for a year at least.

*e)* The complete reorganization of the two schools on the plan giving six years to each.

*f)* The close correlation and continuous supervision of the two courses by a supervisor of English, or other competent authority.